



Title I-A Federal Programs Monitoring Overview

Stacie Rekow, I-A / IV-A Coordinator

Fall 2021



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

10/20/2021

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Introduction:

New Title I-A & IV-A Coordinator for SDE

Originally from Salt Lake City

Taught for 17 years in Special education in the Severe & Profound classroom setting

Taught in Oregon, Washington, Utah and Idaho

Currently licensed in Idaho and Utah

Favorite educational quote: “Every student can learn, just not on the same day, or the same way.” George Evans (American cartoonist)

Monitoring Process Overview



What is it?

- SDE monitors requirements/compliance of ESEA
- SDE provides technical assistance
- SDE works with LEAs to support programs and meet requirements

When is it?

- SDE is currently utilizing a six-year cycle (with special exceptions for McKinney Vento, Homeless & Neglected Youth)
- LEAs being monitored will be contacted by the SDE

How is it done?

- SDE reviews evidence previously collected, assurances and LEA submitted materials
- Self-assessment in years not directly monitored
- Desk, Hybrid, On-site or Re-visit as determined by SDE

Federal Programs Monitoring Notification and Training



Spring/Summer
prior to new
school year

Late
summer/
early fall

September- October



LEAs scheduled to be monitored in next school year are notified.

LEAs are notified of dates and type of monitoring.

Training is provided for LEAs being monitored.

Monitoring training is provided for all reviewers: SDE program coordinators and contract reviewers.

Federal Programs Monitoring Documentation and Technical Assistance



November - March



LEA Monitoring occurs November - March.

Each LEA to be monitored uploads documentation in the Monitoring Upload Tool (MUT) *no later than one month* prior to the onsite visit.

Reviewers and Program Coordinators provide technical assistance as needed before, during and after the visit.

Federal Programs Monitoring Beyond the Monitoring



Beyond the Monitoring



A Final Report is given at the Exit Conference at the end of the monitoring visit. The report, which includes Recommendations, Findings and Actions Needed, is then emailed to the Administrator & Federal Programs Director.

The LEA responds within 30 days with an Action Plan which includes Findings and Actions Needed, along with timeline and/or evidence for satisfying each finding.

After each finding has been satisfied, the SDE emails the LEA a Status Report and Notification closing the monitoring visit.

Types of Monitoring Visits



➤ Onsite Visit 

➤ Hybrid Visit (Virtual and/or Onsite) 

➤ Desk Review 

➤ Monitoring Revisit 

Types of Monitoring – Onsite Visit



- Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)
- District Interviews
 - Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)
 - McKinney-Vento Liaison (IX-A program)
 - Business Manager (all Federal Programs)
- School Interviews
 - Principal or head administrator
 - Teachers
 - Paraprofessionals, as applicable
 - Parents
 - Students, as applicable
- Classroom visits
 - Core instruction
 - Supplemental Instruction
- Entrance & Exit Conference

Types of Monitoring- Hybrid Visit (Virtual, with option of onsite components)



- Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)
- District Interviews
 - Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)
 - McKinney-Vento Liaison (IX-A program)
 - Business Manager (all Federal Programs)
- School Interviews
 - Principal or head administrator
 - Teachers
 - Paraprofessionals, as applicable
 - Parents
 - Students, as applicable
- Classroom visits
 - Core instruction
 - Supplemental Instruction
- Entrance & Exit Conference

Types of Monitoring- Desk Review



- Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the monitoring)

- Communication with LEA, as needed
 - Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable and as needed)
 - McKinney-Vento Liaison (IX-A program)
 - Business Manager (all Federal Programs)

- Exit Conference

Types of Monitoring- Revisit



- Uploading of documents by the LEA and review of documents/evidence by SDE Coordinators and/or Contract Reviewers (prior to the visit)

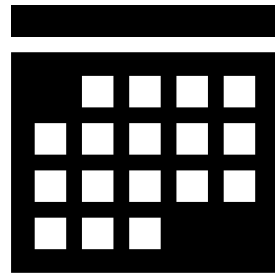
May include any or all of the following onsite (or virtual):

- District Interviews
 - Federal Programs Directors (I-A, I-C, I-D, II-A, III-A, IV-A, & V-B programs, as applicable)
 - McKinney-Vento Liaison (IX-A program)
 - Business Manager (all Federal Programs)
- School Interviews
 - Principal or head administrator
 - Teachers
 - Paraprofessionals, as applicable
 - Parents
 - Students, as applicable
- Classroom visits
 - Core instruction
 - Supplemental Instruction
- Entrance & Exit Conference

New Monitoring Requirement:



- All reviews require the LEA being monitored to upload documentation in the monitoring upload tool *no later than **ONE MONTH** prior* to the monitoring date.



Federal Programs Monitoring Tool



- Section 1: Student Identification
- Section 2: Program Needs Assessment, Services & Evaluation
- Section 3: Family & Community Engagement
- Section 4: School Improvement
- Section 5: Qualifications- Teachers & Paraprofessionals
- Section 6: Fiscal Accountability
- Section 7: Directory Information
- Section 8: Report Card Reporting
- Section 9: Equitable Services to Private Schools
- Section 10: Neglected, Delinquent, or At-Risk
- Section 11: McKinney-Vento Subgrant

Title I-A Indicators



- SID 1--Student Identification
- SID 11--Migrant Parent Employment Survey

- PROG 1--Schoolwide Program
- PROG 2--Schoolwide Program Evaluation
- PROG 3--Targeted Assistance Schools
- PROG 4--Foster Care Point of Contact
- PROG 42--Annual Assessment for ELP
- PROG 43--English Learner Annual Assessment
- PROG 44--Paraprofessional Schedules and Supervision



Indicator/ Programs	Citation	Supporting Documents and Resources
<p>SID 1</p> <ul style="list-style-type: none"> ■ I-A 	<p>Title I-A Targeted Assistance Schools Rank Order List</p> <p>All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. ESSA Section 1115(b)</p> <p>In general, children who are economically disadvantaged, children with disabilities, migrant children or English learners, are eligible for services under this part on the same basis as other children selected to receive services. Also, Head Start and Preschool children, Neglected or Delinquent Children, and Homeless Children. ESSA Section 1115(c)(2)(A-E)</p>	<ul style="list-style-type: none"> •Copy of targeted rank order list which includes multiple educational objective criteria used to identify students for services (Student Identifiable information needs to be redacted.*) <p>*In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation</p>

<p>SID 4</p> <ul style="list-style-type: none">■ ALL LEAs■ III-A OCR	<p>Home Language Survey *Applies to ALL Districts/Charters</p> <p>The LEA accurately identifies all potential English Learners using the Statewide Home Language Survey (HLS) for all newly enrolling students. Title VI of the Civil Rights Act of 1964; ESSA Section 3113(b)(2).</p>	<ul style="list-style-type: none">•Current State-Approved Home Language Surveys in all students' cumulative files – Qualified EL students and English –only students. Idaho EL and Title III Website > Forms (HLS)•(Upload redacted form. Onsite file review also.)•LEA has current personnel assigned to the ELMS.Editor (ISEE admin tool user role)
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<p>SID 11</p> <ul style="list-style-type: none">■ I-A■ I-C	<p>Migrant Parent Employment Survey</p> <p>The LEA assists with identification of all potential migratory children and youth using the statewide “Parent Employment Survey” (PES) for all newly enrolling students.</p> <p>Note: This furthers the purpose under Title I-A of “coordinating services under all parts of this title with each other, with other educational services”</p> <p>ESSA Section 1001 (11)</p>	<p>For offsite review only (hybrid and desk):</p> <ul style="list-style-type: none">•Completed Parent Employment Survey samples (for migrant students and for non-migrant students). <p>Onsite cumulative file review (not necessary to upload):</p> <ul style="list-style-type: none">•Current State-approved “Parent Employment Survey” in students’ cumulative files for all newly enrolled students starting with the 2019-2020 school year. <p>For non-migrant funded districts ONLY:</p> <ul style="list-style-type: none">•Evidence that required “Parent Employment Surveys” are forwarded securely to the local Regional ID & R Coordinator within 2 weeks of receipt. (Note: required surveys are those that have a YES answer on either question 1 or 2 or are incomplete.)
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- **Title I-A Schoolwide Program**
- Implementation of a schoolwide program includes the following plan components (ESSA Schoolwide Plan to be completed during the 2017-18 School Year):
- **Schoolwide reform strategies** incorporated in the over-all instructional program:
 - Is based on a comprehensive needs assessment ...
 - addresses the needs of all students in school, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards
 - uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum ...
- **Instruction by qualified staff** with ongoing professional development:
 - Recruit and retain effective teachers, particularly in high-need subjects
 - Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

SDE Preparation:

Reviewers review Schoolwide/ Improvement Plans (SWIP), as applicable.

Onsite:

Reviewers will look for evidence supporting the implementation of the Schoolwide components through:

Interview with teachers and principal at each school

Classroom observations

Professional development calendar

Meeting agendas and sign in sheets

Title I-A paid position staff schedules

Additional documentation, as applicable

PROG 1 cont.



3. Parental involvement:

Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parent and family engagement policy and joint development of the schoolwide program plan.

4. Transition:

Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

5. Additional support:

Other activities may be included-
See ESSA Section 1114, 1116

PROG 2

■ I-A

Title I-A Schoolwide program evaluation:

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. ESSA Section 1114 (b)(1)(B)(3)

- A written Schoolwide Program evaluation which includes the following:
 - who is involved in the program evaluation process and how often the team meets
 - data from which information is gathered and analyzed for evaluating the effectiveness of the schoolwide program
 - what changes have occurred in the school since last year. Consider the school population, instructional staff, school climate, etc.
 - the effectiveness of core instruction
 - state and LEA assessment data
 - the process for implementing instructional and programmatic changes based on data
- NOTE: The schoolwide program evaluation requirement is critical. A formal evaluation process must be in place and documented.
- SWIP app is located at [the Schoolwide/Improvement Plan Application webpage](#)



- **Title I-A Targeted Assistance Schools**
- Documentation supports the components of a Targeted Assistance School Program:
- Use Title I resources to help participating children meet the challenging State academic standards ESSA Section 1115
- Uses methods and instructional strategies to strengthen the academic program of the school ESSA Section 1115
- Coordinates and supports the regular education program, which may include assisting preschool children in the transition from early childhood programs such as Head Start, the literacy program under subpart 2 of part B of title II, or State-run preschool programs to elementary school programs ESSA Section 1115
- Helps provide an accelerated, high-quality curriculum ESSA Section 1115
- Minimizes the removal of children from the regular classroom during regular school hours for instruction ESSA Section 1115

Evidence that the Targeted Assistance program includes the required components, including evaluating the effectiveness of the targeted assistance program

Program Observation

Teacher and principal interviews

Professional Development calendar

Detailed meeting agendas and sign in sheets

Title I-A paid position staff schedules

Onsite:

File review of personnel working in the Title I-A funded targeted assistance program

Activities may include:

expanded learning time

before and after school programs

summer programs and opportunities

a schoolwide tiered model to prevent and address behavior problems

early intervening services, coordinated with similar

activities and services carried out under IDEA

PROG 3 cont.



- Provides professional development to teachers, principals, other school leaders, paraprofessionals, and if appropriate, specialized instructional support personnel, and other school personnel who work with participating children or in the regular education program ESSA Section 1115
- Provides strategies to increase the involvement of parents ESSA Section 1116
- If appropriate and applicable, coordinates and integrates Federal, State, and local services and programs ESSA Section 1111(d)
- On an ongoing basis, reviews the progress of eligible children and revises the targeted assistance program, if necessary, to provide additional assistance to enable participating children to meet the challenging State academic standards ESSA Section 1115(b)(2)(A-G)
- Public school personnel who are paid with Title I-A funds may participate in general professional development and school planning activities and assume limited duties that are assigned to similar personnel who are not so paid ESSA Section 1115 (d)(1-2)

<p>PROG 4</p> <ul style="list-style-type: none">■ I-A	<p>Title I-A Foster Care Point of Contact</p> <p>LEAs will:</p> <p>Designate a Point of Contact (POC) for Foster Care Liaison to the Health & Welfare Department (and notify State Department of Education). <i>The LEA POC may be the LEA McKinney-Vento Liaison.</i></p> <p>ESSA Section 1112 (c)(5)(A)</p> <p>Developed a current working Best Interest Determination process that evaluates the appropriateness of the current educational setting. ESSA sections 1111(g)(1)(E)(i) and 1112 (c)(5)</p> <p>Ensure that children in foster care who are in need of transportation to and from their schools of origin promptly receive such transportation using effective policies and procedures. ESSA section 1112 (c)(5)(B)(i)</p>	<p>Responsibilities include:</p> <ul style="list-style-type: none">•Coordinating with local CWAs to develop a process for implementing ESSA provisions•Leading development of best interest determination process•Facilitating the transfer of records and immediate enrollment and data sharing with CWAs•Written protocol for the foster care liaison role in the district•Developing and coordinating local transportation procedures <p>Resources are available on the Foster Care webpage.</p>
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PROG 42

■ I-A

■ III-A

Annual Assessment for ELP

All qualified EL students are annually assessed for ELP using the state approved English language proficiency assessment aligned to the state's English language proficiency standards and the State's academic content standards.

ESSA Section 1111(b)(2)(G)

ESSA Section 3113(b)(3)(B)

- LEA's written policy or procedure for verifying number and percentage of ELs tested on ELP assessments including how the LEA provides appropriate accommodations for ELs with an active IEP on the ELP assessment.

- List of certified ACCESS 2.0 and Alternate ACCESS proctors with corresponding WIDA assessment certificates.

Onsite:

- English language proficiency assessment score reports are placed in students' cumulative files annually.

SDE Preparation:

- Review prior year's ACCESS participation in ACCESS appeals site. (Review for students who were tested and shouldn't have been; students who should have been tested and weren't; check to see if Do Not Score codes were used).

- Evidence that LEA only administers Alternate ACCESS to ELs also participating in other alternate assessments. (SDE will check ELMS and ISEE).

Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.



PROG 43

■ I-A

Title I-A English Learner Annual Assessment

The LEA assesses all qualified ELs on annual academic achievement assessments (in appropriate grades), and exempts first year ELs from the English Language Arts portion of the annual academic achievement assessment. ESSA Section 1111(b)(2)(B)(vii)(III); 1111(b)(3)

- LEA's written policy or procedure for verifying Recently Arrived English Learners (L1) are exempt from participation in the English Language Art portion of the academic achievement assessment.
 - Evidence that ELs are participating in academic achievements.
- Note: Written procedure applies to all Title I-A programs even if there are no enrolled English Learners.



PROG 44

- I-A
- I-C
- III-A
- V-B

Paraprofessional Schedules and Supervision

Paraprofessional- an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certified or licensed teacher, including individuals employed in language instruction educational programs, special education, and migrant education.
ESSA Section 1112 (c)(6)
Paraprofessional, also known as a 'paraeducator' includes an education assistant and instructional assistant.
ESSA Section 8101(37)

- Paraprofessional schedule, including where instruction is provided and the name of the supervisor.
Note: Each paraprofessional schedule, LEA budget & expenditures, and time and effort should align for all Title programs. Ex: 50% TI-A, 20% TII-A, 30% General Funds
Note: Include Migrant Family Liaison schedule.

Title I-A Indicators, cont. 2



- SI 1--School Improvement Requirements
- Q1--Teacher and Paraprofessional Requirements
- Q2--Equity in Teacher Assignments
- DI 1--Directory Information Policy
- RC 1--Report Card Link on Website



<p>SI 1 ■ I-A</p>	<p>School Improvement Requirements The LEA complies with the requirements for School Improvement. ESSA Section 1003 Comprehensive Support and Improvement (CSI) schools were identified during the 2018-19 School Year. (CSI Up and CSI Grad) Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools are identified annually. Note: Any and all remaining SIG funds need to be obligated <u>no later than</u> September 30, 2019.</p>	<p>Onsite: •Principal interview Documentation for all of the following is required: Evidence of a School Improvement Plan for all CSI Up, CSI Grad, TSI and ATSI schools. •CSI Up and CSI Grad plans submitted by the LEA and approved by the SDE through the Schoolwide/Improvement Plan app (SWIP). •TSI and ATSI plans submitted to the LEA and monitored by the LEA. (May use SWIP or LEA approved document.) Note: An approved SWIP for CSI Up and/or CSI Grad meet the School Improvement Plan requirements. TSI and ATSI plans must meet ESSA School Improvement requirements. ATSI/TSI Plan Requirements: 1.Develop and implement a plan (can use SWIP Tool, but not required) involving stakeholders that include principals and other school leaders, teachers and parents. 2.Improve student outcomes based on indicators in the statewide accountability system for each subgroup of students that was the subject of notification 3.Is informed by all indicators, including performance against long-term goals 4.Includes evidence-based interventions 5.Identify resource inequities (ATSI only) 6.Is monitored, upon submission and implementation, by the LEA 7.Results in additional action following unsuccessful implementation after a number of years determined by the LEA ESEA Section 1111(d)(2)(B-C)</p>
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Q 1

■ I-A

■ I-C

■ III-A OCR

■ V-B

Teacher and Paraprofessional Requirements

The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. ESSA Section 1111 (g)(2)(J) Idaho Code 33-1201

This also includes teachers qualified and certified to teach ELs:

LEAs must hire teachers qualified and certified to teach ELs, or support unqualified staff as they work towards obtaining the qualifications within a reasonable period of time.
Title VI of the Civil Rights Act of 1964

•**Schoolwide:** List of all instructional paraprofessionals, regardless of funding source, noting how the paraprofessionals meet the paraprofessional requirements.

•**Targeted Assistance:** List of all teachers and paraprofessionals working in a Title I Targeted Assistance program, noting how the staff members meet the state qualifications, certification and licensure requirements.

NOTE: This is applicable to all Schoolwide Programs and Targeted Assistance Schools. All teachers and paraprofessionals must meet applicable state certification and licensure requirements.

For information on teacher certification, visit the [Certification & Professional Standards webpage](#)

For information on paraprofessional requirements, visit the [Title I-A: Improving Basic Programs webpage](#) under files> Professional Qualifications for Paraprofessionals

EL Program:

- Evidence of funding source.
- Bilingual or ESL endorsement, or university transcripts for educators earning their EL endorsement, who are providing Language Instruction Educational Program (LIEP) services.
- Evidence that a certified EL Teacher oversees paraprofessionals' instruction. (e.g. meeting logs for co-planning time).

SDE Preparation:

- Teacher Certification review

Onsite:

- Paraprofessionals file review

Q 2

■ I-A

Title I-A Equity in Teacher Assignments

The LEA ensures that low income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. ESSA Section 1112(b)(2)

SDE preparation:

- SDE will run a report by school of ineffective, inexperienced, and out-of-field teachers.
- Evidence of incentives for voluntary transfers, provision of professional development, recruitment programs and other effective strategies that are used to address any gaps where low-income students and minority students are taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

DI 1

■ I-A

Title I-A Directory Information Policy

The LEA provides, upon a request made by a military recruiter or an institution of higher education, access to the name, address, and telephone listing of each secondary school student, unless the parent has submitted a prior consent request. ESSA Section 8528 [20 U.S.C. 7908]

•Board adopted policy is in place and is implemented.

Visit [the Federal Programs Monitoring webpage](#) for a sample Directory Information policy under Files>Technical Assistance Resources

RC 1

■ I-A

Report Card Link on School Website

(2) ANNUAL LOCAL EDUCATIONAL AGENCY REPORT CARDS.— (A) PREPARATION AND DISSEMINATION.—A local educational agency that receives assistance under this part shall prepare and disseminate an annual local educational agency report card that includes information on such agency as a whole and each school served by the agency. (B) IMPLEMENTATION.—Each local educational agency report card shall be— (i) concise; (ii) presented in an understandable and uniform format, and to the extent practicable, in a language that parents can understand; and (iii) accessible to the public, which shall include— (I) placing such report card on the website of the local educational agency; and (II) in any case in which a local educational agency does not operate a website, providing the information to the public in another manner determined by the local educational agency.

ESSA Section 1111 (h)(2)

•Evidence that the LEA and each school links directly to SDE’s report card website for the LEA and for each school. In the case that the LEA does not operate a website, provide the information to the public in another manner determined by the LEA.

[Idaho schools report](#)

Title I-A Fiscal Indicators



- FA 1--Written Policies and Procedures
- FA 2--Budget and Accounting Systems
- FA 3--Cost Principles and Allowable Use of Funds
- FA 6--Supplement Not Supplant Test
- FA 7--CPA Audit
- FA 8--Physical Inventory
- FA 9--Comparability
- FA 10--Time and Effort
- FA 11--Record Retention
- FA 14--Neglected Set-Aside Allowable Use of Funds

- See the Fiscal Accountability presentation for more information.

Title I-A Equitable Services Indicators (1-8)



➤ ES 1- Identification and Outreach to Private Schools

If Private School says “no” to Equitable Services, you are done!

If Private School says “yes” to Equitable Services, complete ES indicators 1-11.

➤ ES 2- Affirmation of Consultation- Option for Private Schools

➤ ES 3- Affirmation of Consultation- Evidence of Meeting and Program Planning

➤ ES 4- Program Services- How and When

➤ ES 5- Funding Calculations

➤ ES 6- LEA Budget and Expenditures

➤ ES 7- Professional Development for Private School Teachers

➤ ES 8- Equitable Services Complaints

Title II-A Equitable Services Indicators (9-13)



- ES 9- Control of Funds- Inventory
- ES 10- LEA, Service Provider Documentation
- ES 11- Equitable Services Evaluation

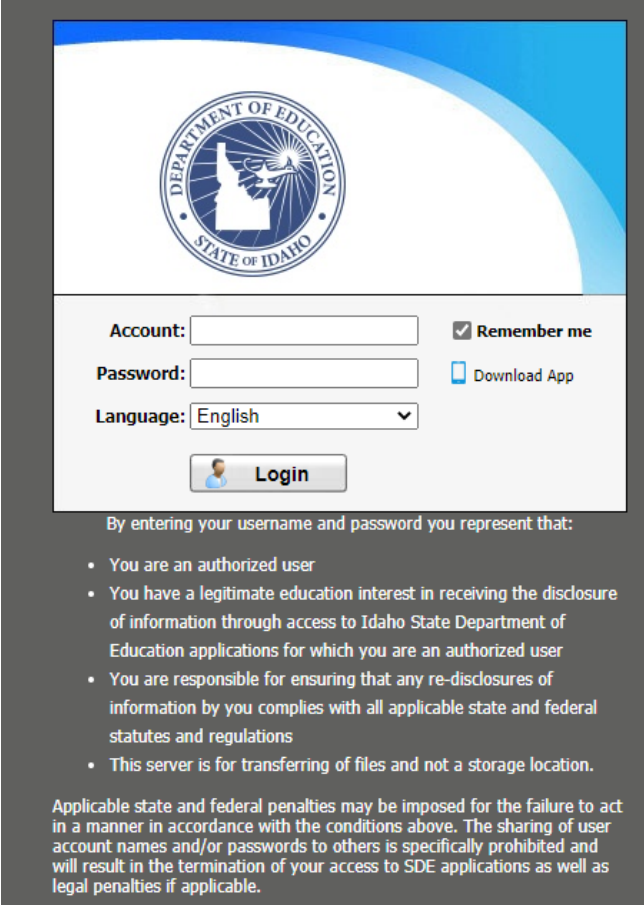
The following indicators do not apply to Title II-A:

- ES 12- CARES Act Consultation
- ES 13- CARES Act- ESSER Control of Funds, Inventory

Title II-A Equitable Services applies to districts which have private schools within the LEA boundaries. (See the Equitable Services presentation for more information.)

Note- Equitable Services to Private Schools does not apply to Charter LEAs.

Monitoring Upload Tool (MUT)

A screenshot of the Monitoring Upload Tool (MUT) login page. The page features the Idaho State Department of Education logo at the top center. Below the logo, there are three input fields: "Account:", "Password:", and "Language: English" (with a dropdown arrow). To the right of the "Account:" field is a checked "Remember me" checkbox. To the right of the "Password:" field is a "Download App" button with a mobile phone icon. Below the input fields is a "Login" button with a user icon. Underneath the login form, there is a disclaimer text and a bulleted list of terms of use.

By entering your username and password you represent that:

- You are an authorized user
- You have a legitimate education interest in receiving the disclosure of information through access to Idaho State Department of Education applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations
- This server is for transferring of files and not a storage location.

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.

<https://sftp.sde.idaho.gov/login.html>

ESEA Monitoring Folders



Department of Education logo [Welcome, kgauby@sde.idaho.gov] ? Help ? Change Password ? Logout

Navigation icons: Back, Home, Refresh, Up, Down, Delete, Folder, Search, Mail, More actions

Multi-files operations: Zip Files, Delete Files, Cut Files

Select: All, None Now directory: / includes 0 files and 1 directories, size: 0 Bytes

Name	Size	Type	Modified
<input type="checkbox"/> 📁 ESEA	0	folder	2021-07-29 11:28:35

Indicators by Section (1-11)



[Welcome, **kgauby@sde.idaho.gov**]

Select: All, None **Multi-files open**

Now directory: /ESEA/Template of indicator folder:

Name	Size	Type	Modified
<input type="checkbox"/> Sec 1 Student Identification	0	folder	2018-08-14 09:34:57
<input type="checkbox"/> Sec 2 Program Needs Assessment, Services & Evaluation	0	folder	2021-08-11 13:28:10
<input type="checkbox"/> Sec 3 Family & Community Engagement	0	folder	2018-08-14 09:31:44
<input type="checkbox"/> Sec 4 School Improvement	0	folder	2019-06-04 08:52:48
<input type="checkbox"/> Sec 5 Qualifications- Teachers & Paraprofessionals	0	folder	2018-08-14 09:28:19
<input type="checkbox"/> Sec 6 Fiscal Accountability	0	folder	2018-08-14 09:07:00
<input type="checkbox"/> Sec 7 Directory Information	0	folder	2018-08-14 09:26:46
<input type="checkbox"/> Sec 8 Report Card Reporting	0	folder	2018-08-14 09:26:17
<input type="checkbox"/> Sec 9 Equitable Services to Private Schools	0	folder	2021-09-02 15:55:05
<input type="checkbox"/> Sec10 Neglected, Delinquent, or At-Risk	0	folder	2018-08-14 09:11:04
<input type="checkbox"/> Sec11 McKinney-Vento Subgrant	0	folder	2018-08-14 09:09:01

Indicator by Section (Student Identification)



[Welcome, kgauby@sde.idaho.gov]

Multi-files operations:

Now directory: /ESEA/Template of indicator folders/Sec 1 Student Identification

Select: All, None

Name	Size	Type	Modified
<input type="checkbox"/> SID 1	0	folder	2021-09-03 10:53:05
<input type="checkbox"/> SID 2	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 3	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 4	0	folder	2017-08-17 09:10:32
<input type="checkbox"/> SID 5	0	folder	2017-08-15 14:57:23
<input type="checkbox"/> SID 6	0	folder	2017-08-15 14:57:38
<input type="checkbox"/> SID 7	0	folder	2017-08-15 15:01:18
<input type="checkbox"/> SID 8	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 9	0	folder	2017-08-15 15:02:21
<input type="checkbox"/> SID10	0	folder	2017-08-15 15:02:43
<input type="checkbox"/> SID11	0	folder	2018-08-14 09:34:57

Uploading Documents



A screenshot of a web-based file management interface. At the top, there is a navigation bar with a logo on the left, a welcome message "[Welcome, kgauby@sde.idaho.gov]" in the center, and a "Help" icon on the right. Below the navigation bar is a toolbar with icons for back, home, refresh, upload (circled in blue), download, delete, folder, search, and a "More actions" button. To the right of the toolbar, it says "Multi-files operations:" followed by a "Zip" icon. Below the toolbar, the text "Select: All, None" is on the left, and "Now directory: /ESEA/Template of indicator folders/Sec 1 Student Identification/SID 1" is on the right. A table with columns "Name", "Size", "Type", and "Modified" is visible. In the foreground, an "Upload File" dialog box is open, containing a large dashed rectangular area for file placement. Below this area are two buttons: a blue "Browse Files" button and a white "Cancel" button. Below the buttons, the text "or Drag&Drop files here" is displayed.

Indicator Document Example (SID 1)



The screenshot shows a file management interface with a blue header bar. On the left is the Department of Education logo. On the right, it says "[Welcome, kgauby@sde.idaho.gov]" and has a "Help" button. Below the header is a toolbar with icons for back, home, refresh, up, down, delete, folder, search, and share, followed by a "More actions" button. To the right of the toolbar is a "Multi-files operations:" section with a small icon. Below the toolbar, it says "Now directory: /ESEA/Template of indicator folders/Sec 1 Student Identification/SID 1". Underneath is a table with columns for Name, Size, Type, and Modified. A single file is listed: "2021-2022 FPM Tool With Actions Needed-Draft (2) 8.27.2021 version.docx" with a size of "257.59 KB", type "docx File", and modified date "2021-09-03 10:57:56".

[Welcome, kgauby@sde.idaho.gov] Help

Multi-files operations:

Now directory: /ESEA/Template of indicator folders/Sec 1 Student Identification/SID 1

Name	Size	Type	Modified
<input type="checkbox"/> 2021-2022 FPM Tool With Actions Needed-Draft (2) 8.27.2021 version.docx	257.59 KB	docx File	2021-09-03 10:57:56

Indicator Upload Information



[Welcome, **kgauby@sde.idaho.gov**]

Select: All, None **Multi-files operations**

Now directory: /ESEA/Template of indicator folders/**Sec 1 Student Identification**

Name	Size	Type	Modified
<input type="checkbox"/> SID 1	0	folder	2021-09-03 11:04:42
<input type="checkbox"/> SID 2	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 3	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 4	0	folder	2017-08-17 09:10:32
<input type="checkbox"/> SID 5	0	folder	2017-08-15 14:57:23
<input type="checkbox"/> SID 6	0	folder	2017-08-15 14:57:38
<input type="checkbox"/> SID 7	0	folder	2017-08-15 15:01:18
<input type="checkbox"/> SID 8	0	folder	2015-01-15 14:58:04
<input type="checkbox"/> SID 9	0	folder	2017-08-15 15:02:21
<input type="checkbox"/> SID10	0	folder	2017-08-15 15:02:43
<input type="checkbox"/> SID11	0	folder	2018-08-14 09:34:57

After the Federal Programs Monitoring



If there are any Findings and Actions Needed on any of the indicators, the LEA has 30 days to submit an Action Plan.

The LEA will submit the Action Plan with timeline and any additional documentation to the Title I-A Coordinator.

Note: The LEA may also be asked by the reviewers to upload additional documentation during or after the monitoring.

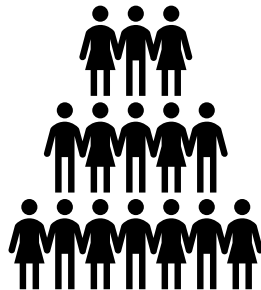
After all indicators have been satisfied, the Federal Programs Monitoring is CLOSED.



Questions?



- Please feel free to reach out and ask for clarification and technical assistance at any time.
- Thank you for your exceptional work in educating the students of Idaho. The Federal Programs team is glad to support you in this endeavor. Together we DO make a difference in the lives of students throughout our great state.



Contact Information



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